

# BRITISH STUDIES: HISTORICAL PERSPECTIVES [BRIT 220/320/320H]

## SPRING 2025

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<b>Instructor</b>	David Green	<b>Phone</b>	+44 (0)1476403019
<b>Office Location</b>	British Faculty Offices	<b>Email</b>	dgreen@harlaxton.ac.uk
<b>Course Meeting Days and Time</b>	Tu/Thur 9.30-10.45 or Tu/Thur 11.00-12.15	<b>Student Drop-In Office Hours</b>	Wednesdays 9.30-11.00 or by appointment
<b>Course Mode</b>	In-person		

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### Catalog Description:

British Studies offers students an historical perspective on the emergence of modern Britain. The central theme of the course is the development of a sense of national identity within the British Isles and the problems associated with applying a single 'British' identity to four distinct nations. Students are encouraged to reflect on the issues and stereotypes that emerge out of competing national identities and contested borders in England, Scotland, Wales and Ireland.

### Credit Hour Policy Statement:

Standard lecture: "This class meets the federal credit hour policy of 1 hour of class with an expected 2 hours of additional student work outside of class each week for approximately 15 weeks for each hour of credit, or a total of 45-75 total hours for each credit." (Def 1)

### General Education Requirements:

Fulfills UE General Education Outcome 3 (*Knowledge of human history and the historical context of knowledge*) + Overlay E (*Writing across the curriculum*). It forms a required element in the Minor and Certificate in British Studies.

### Course Learning Objectives:

In addition to gaining an understanding of the historical processes which led to the development of contemporary Britain. Students who complete this course successfully will develop skills in:

- Inquiry, research, and analysis
- Intercultural knowledge and understanding
- Critical and creative thinking
- Cultural competency
- Written and oral communication
- Information literacy
- Teamwork and problem solving



### Methods of Instruction:

Combination of lectures, seminars and individual tutorials.

Students will be encouraged to read widely among primary and secondary sources and will have considerable latitude in choosing research topics.

### Key Texts:

- Cunliffe, B., Briggs, A., Bourke, J., Morrill, J., Bartlett, R., eds., *The Penguin Illustrated History of Britain and Ireland: From Earliest Times to the Present Day* (London, 2004) [copies held on reserve in the Harlaxton library].
- Kearney, Hugh, *The British Isles: A History of Four Nations* (Cambridge, 2<sup>nd</sup> ed. 2012) [available online through UE library].

### Course Schedule:

#### **PART ONE: CHRONOLOGY AND CONCEPTIONS OF NATIONAL IDENTITY**

##### **Week 1: Roman and Early Medieval Britain (to c.500)**

- 1) Introductions
- 2) Ancient, Roman and Early Medieval Britain

##### **Week 2: Medieval Britain (c.500-c.1200)**

- 3) Invasion, Migration and Settlement
- 4) The Angevin Empire

##### **Week 3: Later Medieval Britain (c.1200-c.1500)**

- 5) The First English Empire
- 6) The Hundred Years War and the Wars of the Roses

##### **Week 4: The Renaissance and the Reformation (c.1500-c.1600)**

- 7) Renaissance
- 8) Reformation

##### **Week 5: The Bloody Union (c.1600-c.1707)**

- 9) The Stuarts and the Civil War
- 10) The Glorious Revolution and the New Union

##### **Week 6: Revolutions (c.1700-c.1900)**

- 11) The Agricultural and Industrial Revolutions
- 12) Victorian Britain

##### **Week 7: Britain at War (c.1900-c.1945)**

- 13) The First World War
- 14) The Second World War

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## **Week 8: Post-War and Contemporary Britain**

- 1) A New Consensus, 1945-c.2000
- 2) Britain Today: Brexit, Popular Culture and a Disunited Kingdom

## **PART TWO: THEMES AND ISSUES IN BRITAIN PAST AND PRESENT**

### **Weeks 9-13: Themes: student-led sessions, topics chosen from one of the following:**

Aspects of Irish, Scottish &/or Welsh history	Medievalism – the mis/representation and mis/use of the idea of the middle ages by later people
Art and Architecture	Migration, Immigration & Travel
Borders, Borderlands & Frontiers	Military Campaigns
Empires & Imperialism	Monarchy/The Royal Family
Food & Drink	Music
Gender	Parliament & Representation
Heritage Industry	Perceptions of the Past
Heroes & Villains	Poverty & Protest
Landscape, Ecology & the Natural World	Race and Ethnicity
Languages	Relations with Europe/other European countries/the USA
Law	Science and Engineering
Literary and Cultural Representations	Sport and Leisure
Manners, Etiquette, Behaviour & Courtesy	Transport
Medicine and Health	

### **Week 14: Conclusions**



### Grading Criteria:

Students will deliver one presentation and complete three essays for this course (two shorter papers: one dealing with the period pre-1650, the other on the period post-1650; as well as a research paper based on their presentation).

In addition, credit will be awarded for contributions to class discussions throughout the semester.

#### Part 1: Two essays (one covering the period pre-1650; one post-1650)

- 200 level 3-4 pages each (a minimum of four secondary sources should be used preparing this essay)
- 300 level 4-5 pages each (min. of five secondary sources)
- Hons levels 5-6 pages each (min. of five secondary sources and one primary source)

#### Part 2: Research paper + linked Presentation (10-15 minutes)

- 200 level: 7 pages (min. of four secondary sources and one primary source)
- 300 level: 8 pages (min. of five secondary sources and two primary sources)
- Hons level: 9 pages (min. of five secondary sources and three primary sources)

N.B. Plagiarism is the unattributed use of another person's work. This constitutes cheating. If you are quoting another person's words or directly using their ideas, they must be cited. Whether deliberate or not, plagiarism constitutes a serious violation of the Honor Code.

### Summary of Assignments

Assignment	Value	Submission Date
Essay 1	20% of the final grade	6 February
Essay 2	20%	27 February
Presentation	15%	To be delivered in weeks 9-13
Essay 3	35%	18 April
Class contributions	10%	



## GRADING RUBRICS

### RESEARCH PAPER GRADING RUBRIC

Criteria	Excellent A	Good B	Fair C	Poor D	Fail F
<b>1. Thesis/line of argument</b>	Original, compelling argument sustained throughout the paper.	Effective argument sustained throughout the paper.	Argument made but not sustained throughout the paper.	Poor or patchy argument (i.e. limited engagement with key issues).	Very ineffective argument showing no awareness of important issues.
<b>2. Research</b> a) use of appropriate primary & secondary sources b) correct use of citations & bibliographical references	Excellent research: integration of a wide range of primary & secondary sources, cited correctly.	Thorough research: use of a good range of primary & secondary sources. Minor errors in referencing.	Fair research (but some use of inappropriate / non-academic sources). Some errors in referencing.	Limited research leading to superficial coverage of subject. Incorrect means of referencing sources.	Inadequate research (i.e. use of inappropriate / non-scholarly sources)
<b>3. Contextual awareness</b>	Detailed knowledge of historical &/or cultural context (awareness of primary & secondary issues).	Clear understanding of primary issues, some grasp of secondary issues.	Uneven coverage of primary issues (some inaccuracies & omissions), little awareness of secondary issues.	Limited awareness of primary issues (numerous inaccuracies & omissions).	No contextual awareness or major inaccuracies and omissions.
<b>4. Presentation (structure and writing style, incl. grammar and spelling)</b>	Exceptional presentation: well written, highly coherent, & logically organised paper which includes a clear introduction / thesis statement & very effective concluding remarks.	Clearly written, effectively structured essay that incorporates a clear thesis statement & useful concluding remarks.	Reasonable paper but with some grammatical & stylistic problems &/or lacking structural clarity (e.g. limited introductory or concluding statements).	Poorly written & ineffectively structured essays: illogical organisation of material, poor grammatical structures & use of colloquialisms).	Very poorly written or very brief answers with extensive grammatical, organisational & presentational errors.

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## PRESENTATION GRADING RUBRIC

Criteria	Excellent A	Good B	Fair C	Poor D	Fail F
<b>Length</b>	13-17 mins	>17 mins or 10-13 mins	8-9 mins	6-7 mins	<5 mins
<b>1. Response to question/s posed</b>	Focused and nuanced responses to all questions.	Clear responses to questions posed; few errors or omissions.	Fair response to questions but lacking sustained focus; some factual errors.	Limited engagement with key question/s; several errors of fact and/or interpretation.	No engagement with key questions / major inaccuracies and omissions.
<b>2. Research</b>	Extensive range of high-quality sources used (primary and secondary).	Thorough research: a good range of appropriate sources used.	Some reliance on non-academic / inappropriate sources.	Heavy reliance on inappropriate / non-academic sources.	Very poor choice of sources (e.g. all popular or non-academic works).
<b>3. Handout/ PowerPoint</b>	Informative, clear & imaginative design. Covers key points addressed & sources used. Excellent use of images (where appropriate).	Well structured, informative and clear. Good use of images (where appropriate).	Reasonably structured. Fair use of images (where appropriate).	Poorly structured, disorganised and/or overly brief. Poor use of images.	No supporting materials.
<b>4. Delivery</b>	Extremely coherent, distinctive and imaginative presentation of material.	Engaging and effective presentation of material.	Clear & reasonably assured delivered.	Poor &/or disorganised delivery indicating a lack of preparation.	Very poorly delivered & organised; no effort to engage the audience.
<b>5. Connections made with the course</b>	Effectively links issues under discussion to course themes.	Makes a number of helpful links to course themes.	Occasional connections to course themes	Very limited connections to course themes.	No engagement with wider course themes.
<b>6. Response to class questions</b>	Clear, confident, accurate and articulate responses to questions.	Good responses to questions; shows a clear understanding of important issues.	Fair responses but showing a limited grasp of wider themes or specific issues.	Poor responses showing only a very limited grasp of major issues.	Answers indicate no understanding of key issues.



## CLASS PARTICIPATION RUBRIC

<b>Grade</b>	<b>Assessment Criteria</b>
<b>A</b>	Consistently excellent contributions to seminar discussion throughout the semester, showing evidence of extensive preparatory reading, a high level of curiosity, engagement with a wide range of subjects, and an excellent understanding of the historical/cultural context of the topics under review.
<b>B</b>	Consistent engagement with seminar discussions throughout the semester displaying a fair level of preparatory reading, a clear interest in the subjects, and a solid grasp of key themes and the historical/cultural context of the topics underreview.
<b>C</b>	Inconsistent contributions to seminar discussion over the course of the semester. Limited engagement with the subjects based on cursory preparation. Simplistic understanding of key themes and the historical/ cultural context of the topics underdiscussion.
<b>D</b>	Very limited engagement with seminar discussions. Poor understanding of key themes and a lack of knowledge ofthe historical/cultural context of the topics under discussion.
<b>F</b>	No positive engagement with seminar discussion, no evidence of preparatory reading.



### **Withdrawal and Attendance policies:**

Harlaxton College expects regular class attendance by all students. Students are considered sufficiently mature to appreciate the necessity of regular and punctual attendance, to accept this personal responsibility and to accept the consequences of failure to attend. When absences occur due to emergency or medical reasons, students are expected to notify their instructors of the absence prior to class or to seek the assistance of the College nurse or a member of the Student Experience Team for help in notifying instructors.

Instructors have the authority to grant excused absences for medical, psychological, or personal reasons upon review of appropriate documentation and professional recommendation supporting such a request. In the event of long-term illness, reasonable accommodations will be made to allow a student to complete a course. In these cases, the Dean will need to approve the long term nature of the accommodation.

The Dean of Harlaxton College has the authority to grant excused absences for medical, psychological, or personal reasons.

Each instructor is expected to maintain an attendance policy in keeping with the nature of the Harlaxton program and may consider it in evaluating performance in their courses.

### **Policy Governing Unexcused Absences:**

Harlaxton College operates an attendance policy that is binding on all faculty and students. The number of unexcused absences that are allowed before incurring a penalty is related to the number of times a class meets each week. For courses which meet three times a week, students are allowed a maximum of three unexcused absences during the semester without attracting penalty points. For courses meeting twice a week two such absences are permitted, and for courses meeting once a week a single absence is allowed. Additional unexcused absences will attract a grade penalty.

### **Policy Governing Excused Absences.**

- Excused absences are not given to facilitate student travel independent of College-sponsored travel.
- Students may be permitted to miss class because of participation in academic field trips.
- Instructors must co-ordinate and confirm academic fieldtrips with the Dean, prior to the commencement of the Semester to ensure their inclusion in the Semester timetable.
- Where authorization for an academic fieldtrip is requested after the commencement of the semester, the request must be submitted to the Dean.

### **Honor Code:**

All students at the University of Evansville agree to the University honor code: *I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.*

### **Course AI Policy**

In this course, submission of any work that is not entirely your own is considered academic dishonesty unless otherwise specified. This means that the use of generative AI tools is prohibited, except for certain assignments for which you are given specific guidelines and examples of appropriate AI use. When permitted, you must clearly identify and cite the AI tools used. Submitting AI-generated work as your own constitutes a violation of academic integrity as an example of unauthorized aid.





## University Policy Statements

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### Disability Policy

The University of Evansville is committed to providing an accessible and supportive environment for students with disabilities. It is the policy and practice of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Students should contact Disability Services at 812-488-2663 to seek services or accommodations for disabilities. Written notification to faculty from Disability Services is required for academic accommodations.

The University of Evansville Disability Services office will share the request for academic accommodations with the Academic Support team at Harlaxton College. Staff members at Harlaxton will meet individually with students to discuss needs and provide additional information related to examinations or other assessments.

Students from partner institutions should provide the appropriate letter of accommodation from their institution to the Academic Support team at Harlaxton College.

### Institutional Equity and Title IX

UE is committed to fostering an atmosphere free from harassment and creating an inclusive campus for all members of the University community regardless of their sex, sexual orientation, gender identity, race, religion, ethnicity, country of origin, ability, or veteran status. All Faculty members are considered Responsible Employees and required to report instances of discrimination, harassment, or sexual violence to the Office of Institutional Equity.

If you or someone you know has been harassed, assaulted, or discriminated against you can find the appropriate resources by contacting the Assistant Director of Institutional Equity and Title IX Coordinator: email [titleix@evansville.edu](mailto:titleix@evansville.edu) ; phone (812) 488-5261. For more information visit <https://www.evansville.edu/offices/titleix/policy.cfm> .

You may also choose to speak to a Confidential Resource about your experience. Confidential Resources at the University of Evansville include:

- Counseling Services: [counselingservices@evansville.edu](mailto:counselingservices@evansville.edu), 812-488-2633
- Health Center Professionals: [healthcenter@evansville.edu](mailto:healthcenter@evansville.edu), 812-488-2033
- Spiritual Formation Coordinator: 812- 488-5265, [spiritualformation@evansville.edu](mailto:spiritualformation@evansville.edu)

Harlaxton College:

- College Nurse: Lesley Selby, RGN, +44 01476 403027, [lseyby@harlaxton.ac.uk](mailto:lseyby@harlaxton.ac.uk)
- Counselling Services: [counselling@harlaxton.ac.uk](mailto:counselling@harlaxton.ac.uk)

### Non-Discrimination Statement

The University of Evansville expects all members of its community to treat each other with respect and civility.

Harassing behaviors directed towards any member of our community will not be tolerated. As part of its commitment to non-discrimination, the University specifically prohibits harassment based on any other characteristics set forth in its nondiscrimination statement as follows: including race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status and all federally protected groups/classes. Any form of harassment undermines the mission of the University and negatively impacts the University community as a whole.

### Complaints, Grievances, and Appeals

The University of Evansville seeks to resolve all student concerns in a timely and effective manner through policies and processes documented in the University [Course Catalog](#) and [Student Handbook](#).